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Camping

LETTERS TO THE EDITOR

100 years ago, land was set aside for public use near Banff, Alberta and this act marks the foundation of the magnificent National Parks system which we enjoy today. 1985 has been designated Heritage Year to mark this event and to celebrate 100 years of heritage conservation of both natural and manmade sites.

Campers and their staff must be in the front rank of Canadians who have a direct concern for the conservation of natural resources. Many have also become interested in manmade heritage sites found on their own camp sites, or discovered while hiking or tripping.

The National Parks Centennial Citizens' Committee (NPCCC) was appointed by the Minister of the Environment with a representative from each province and territory, to encourage strong public interest and involvement in heritage conservation. This will complement the centennial activities being planned by Parks Canada at its parks and sites.

Joyce Lewis
Project Officer

I really enjoyed all the articles and attention given to "fitness and health" in the last issue. There is a lot of content we can use in our camps as we commence program planning for the summer. Thank you!

Katie Elmer
Schomberg, Ontario

ALTA R. KAHN
Honorary President
Quebec Camping Association

On Thursday, March 7, 1985, the camping movement in Canada lost a devoted and dedicated member, with the passing of Alta R. Kahn, Honorary President of the Quebec Camping Association.

Alta Kahn began her camping career with the Q.C.A. in 1946, and immediately became an active member. Fully realizing the herculean task confronting the Association, she put her stout heart and her imaginative soul into every undertaking. As far back as 1958 she was chairman of The Joint Quebec Camping Association Conference. Her foresight and adventuresome spirit soon gave a new dimension to the Camping Conference. During her tenure as Conference Chairman, Mrs. Kahn courageously suggested that the Quebec Camping Association celebrate its "coming of age", holding for the first time, its Conference in a hotel. Success accompanied her all the way!

From 1959-1960, when inspection of camps and accreditation were in the pioneer stage, Mrs. Kahn acted as co-chairman of the Q.C.A. Standards Committee. In the ensuing years, her tireless energy and unusual ability to solve problems were responsible for considerable progress in Q.C.A. camp standards. Thirteen years later, as Co-chairman of the Standards Committee of the Q.C.A.-A.C.Q. Provincial Board, Mrs. Kahn was still working diligently to see standards improve and accreditation have the greatest significance possible.

From 1960-1962, Alta Kahn was President of the English section of the Quebec Camping Association. During this term of office she was a major contributor to the realization of the founding of the Provincial Board (co-ordinating board of the English and French sections) and served as the Board's second President from 1963 to 1965. It was through Mrs. Kahn's efforts that the Quebec Camping Association finally secured its Provincial charter in 1961. She always devoted her keen mind to bettering any cause involving education, camping and progress.

From 1946-1969, Mrs. Kahn served as the Executive Secretary of the Jewish Community Camps of Montreal, comprising Camp B'nai Brith, Jewish Laurentian Fresh Air Camp, and Wooden Acres. During her years in this position, Mrs. Kahn instituted many new projects including the first pre-camp training programs for staff. Whether planning programs or working with camps, her energies showed no limitations.

On May 23, 1973, with deep pride and great pleasure, the members of the Quebec Camping Association, English section, appointed Mrs. Alta R. Kahn as the first Honorary President in the history of the Association. The contribution she made to the camping movement in Quebec will always inspire those who continue to work with the community of camping.

To those of us who knew her well, we will always cherish the privilege of working with her and the memory of her devotion to camping.

Frances Kelly
Robert Lazanik

CONTENTS

Winter 1985 Vol. 36, No. 4

5 Dear CCA Member Camps
by Jean Funk

6 The Camping Advisor
by Jay Haddad

8 Celebrate Canada's Heritage
by Heritage Canada

14 The Counsellor, Camper and Director
by Jane McCutcheon

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Editorial Policy

Jay Haddad, Editor

The ideas expressed in the Editorial are those of the Editorial Committee and not necessarily those of the Canadian Camping Association/Association des Camps du Canada. The views are expressed to provide stimulation and comment. We invite you to respond in "Letters to the Editor" to Canadian Camping, 1806 Avenue Rd., Suite 2, Toronto, Ontario M5M 3Z1.

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EDITORIAL

CCA - IN TRANSITION

by: Jocelyn Palm, President

This is International Youth Year. The CCA is an organization which touches the lives of some 400,000 campers. Approximately 11,000 of these campers come from outside Canada. Member camps of CCA employ over 38,000 paid staff and involve over 16,000 volunteer staff. Within these numbers, an intelligent estimate is that 80% fall into the "Youth" category of 13-24 years of age. Suddenly in 1985, our ability to fund the organization we need to continue CCA is questionable. What a sad fact in this International Youth Year!

Our Association must develop some new plans, and drastically revise some previous plans, in order to move forward. Each of you who cares about the national camping movement in Canada will need to get involved.

Let me explain the background. For over 10 years, we have enjoyed significant financial support through Fitness and Amateur Sport, Government of Canada. We now relate to Fitness Canada. These funds have allowed the CCA to accomplish many things. The provision of funds through which we established a national office with paid secretarial staff and a permanent address was a major step forward in 1971. Prior to that time, the CCA office resided in the home of the elected President. The stability of a permanent location permitted many more volunteers to become involved and to contribute to developments across the country. Fortunately, the Ontario Camping Association allowed CCA to share in renting of their office space, which is an ideal arrangement for the CCA. In 1979, Fitness Canada provided funds in order that CCA could employ a full-time Executive Director. Marjorie Booth fulfilled this role until October 1984.

The Federal Government also provided funds for travel and accommodation at Executive and Board Meetings. For the first time, volunteers did not have to provide for their own expenses. As a result, representation improved and volunteer involvement mushroomed.

Further, Fitness Canada financial support assisted in funding many, many special projects. CCA on numerous occasions sent leaders from one province to assist in another. Canoe schools were born and later became projects within each provincial association. In fact, the new independent Canadian Recreational Canoeing Association was an outgrowth of CCA with an initial board of CCA personnel. CRCA now run programs in recreational canoeing. Woodsmanship Schools developed leaders for each province. A series of Skill Schools in various physical activities have been held. Wilderness Travel programs are still in place and winter Outdoor Skills Schools are still offered in some provinces. Truly national committees were established in standards, education, leadership development and public relations and promotion. In fact, two national promotion workshops were held.

Because of the support and enthusiasm and inter-communication inspired by these items, additional efforts emerged. The CCA publications committee got seriously into business with, I might say, lots of help from friends in the American Camping Association. The need for adequate archives became more prominent and many volunteers worked to establish the CCA Archives at Trent University in Peterborough. National Conferences were held in '72, '73, '75, '78 with the tremendous highlight in 1983 of the first International Camping Congress.

In 1982, the CCA Board took a serious look at our future funding situation. We recognized that the Federal Government supported all our major undertakings and that we should work towards a revision of this situation. The results were: a hefty increase in CCA fees paid through the provincial associations; a stepping up of book sales; and CCA published some of its own books and realized considerable income which continues to be the case. We approached foundations for support and were thrilled when Neathern Trust granted $10,000 for specified projects. Corporations have also been approached for support of specific ventures.

We were making headway ...

In October 1984, the CCA began searching for an individual to replace Marjorie Booth. Since the position was supported by Fitness Canada, permission is required prior to selecting the replacement. At the end of November we were advised by the Director of Fitness Canada, Mr. Michel Bédard, that Fitness Canada would no longer provide funds for the position. In addition, Mr. Bédard advised that support of all management aspects, re travel for meetings, office functions, administrative assistance, would be reduced each year by 33-1/3% to terminate completely in 1988.

It won't come as a surprise to some that the Federal Government has taken this position in view of funding cutbacks in other areas. I personally find it very difficult to rationalize this decision. The CCA surely fits within the Fitness Canada mandate which is as follows:

1. To increase the motivation of each and every Canadian to participate in physical activity for fitness.
2. To stimulate the availability and accessibility of programs to facilitate increased participation in physical activity.
3. To improve the physical, social and economic climate so as to encourage greater participation.

Well, I don't believe for an instant that we should fold our tents! But I do believe there's a need for a totally new look to our Association.

In March 1985, we engaged a professional in organization management to help us in our assessment of where we are and where we might redirect our path. The Consultant group is headed by Mr. John Fisher. Many of you will meet him as he travels across the country to talk to camping people and prepare his report of suggestions and recommendations.

The first CCA Board review of that report will take place in Regina at the April 25-26, 1985 Board Meeting and AGM. Can you already guess some of the suggestions which will be discussed around the table? Shall we return to the methods of the CCA pioneer camp directors of the '30s, '40s, '50s and '60s? Shall we withdraw from some or all of the national initiatives that we have begun? I think the youth will be the poorer if we abdicate our responsibilities. I think we have to find ways to achieve in spite of this current difficulty. I am convinced that camp leaders are better leaders as a result of CCA events which provide sharing of information, growth in leadership capabilities and professional development. If the leaders are better, then the camp experience is enhanced for those 400,000 campers.

This is the background, the story continues as we desire it.

EDITORIAL

L'ACC - EN PLEINE TRANSITION

par: Le président, Jocelyn Palm,

Nous avons proclamé 1985 l'Année Internationale de la Jeunesse. L'ACC rejoint quelque 400000 campeurs. Environ 11000 de ceux-ci viennent de l'extérieur du Canada. Les camp membres de l'ACC emploient plus de 38000 personnes à salaire et plus de 16000 travailleurs bénévoles. De ce nombre, on peut prédire de façon assez précise que 80% sont des jeunes entre 13 et 24 ans. Et voilà qu'en 1985 notre capacité à pouvoir financer l'organisation dont nous avons besoin pour diriger l'ACC est mise en question. Triste situation en cette Année Internationale de la Jeunesse!

Pour aller de l'avant, notre association doit adopter de nouvelles lignes d'action et réviser ses précédentes. Quiconque parmi vous s'intéresse au mouvement national des camps du Canada devra y mettre du sien.

Permettez-moi de vous exposer l'historique de l'ACC. Depuis 10 ans, elle jouit d'un appui financier important de la part de Condition physique et Sport amateur, Gouvernement du Canada, appelé maintenant Condition physique Canada. Ces fonds nous ont permis d'accomplir nombre de choses, notamment la création en 1971 d'un bureau central avec un personnel administratif salarié. C'était un grand pas. Jusque-là, la maison du président élu servait de quartier général à l'ACC. Le fait d'avoir une adresse permanente a incité un plus grand nombre de volontaires à s'intéresser à notre organisme et a favorisé son expansion partout au pays. Nous avions le vent dans le dos. L'Association des Camps de l'Ontario a bien voulu partager ses locaux avec l'ACC ce qui ne pouvait lui convenir mieux. En 1979, Condition physique Canada a fourni les fonds pour permettre à l'ACC d'embaucher un directeur administratif à plein temps. Mme Marjorie Booth a rempli ce rôle jusqu'en octobre 1984.

Le gouvernement fédéral nous a aussi procuré les fonds voulus pour payer les frais de déplacement et de logement des dirigeants qui assistaient aux réunions du conseil et des membres de l'exécutif. Enfin, les volontaires n'avaient plus à s'occuper de ces dépenses. Il s'en est suivi une meilleure représentation et une plus grande participation des volontaires.

Par la suite, Condition physique Canada nous a prêté son aide dans la mise en marche de nouveaux projets. A nombre d'occasions, l'ACC a pu envoyer des représentants d'une province prêter main forte à ceux dans une autre. Nous avons mis en place des cours de canots qui, plus tard, ont figuré au programme de chaque association provinciale. En fait, la nouvelle Association canadienne de canotage récréatif dont le premier conseil d'administration se composait de membres de l'ACC, est née de l'ACC. Des cours sur la survie dans les grands bois ont permis de former des animateurs dans chaque province. De nombreux cours d'adresse ont été mis sur pied dans différentes disciplines sportives. Des programmes sur les voyages dans la nature sont toujours en place et des programmes sur les activités en plein air l'hiver existent encore dans certaines provinces. Nous avons établi des comités nationaux sur les normes, l'éducation, le leadership, les relations publiques et promotionnelles. En fait, nous avons tenu deux ateliers à l'échelle nationale sur les relations publiques et promotionnelles.

L'appui que ces programmes ont reçu, l'enthousiasme qui s'en est dégagé et les communications qu'ils ont permis d'établir nous ont encouragé à intensifier nos efforts. Aussi, le comité des publications de l'ACC a-t-il mis sérieusement la mise à la pâte avec l'aide, je dois dire, de nombreux amis de l'Association des Camps des Etats-Unit. Le besoin de se doter d'un bon système d'archives s'est fait davantage sentir et nombre de volontaires ont mis ce système au point à l'université de Trent à Peterborough. Des conférences nationales ont été tenues en 72, 73, 75 et 78 et bien entendu, nous ne saurions passer sous silence notre premier congrès international des camps en 1983.

En 1982, le conseil de l'ACC a repensé aux moyens d'action qu'il devrait prendre pour obtenir des fonds. Nous n'oubliions pas que le gouvernement fédéral avait financé nos entreprises majeures jusqu-là et que nous devions songer à une autre solution. En conséquence, l'ACC a augmenté considérablement la cotisation des associations provinciales et a poussé la vente des livres. D'ailleurs, l'ACC a publié quelques livres elle-même qui ont rapporté et continuent de rapporter beaucoup. Nous avons contacté des institutions pour obtenir des subventions et avons été fort emballés quand la Neathern Trust nous a accordé 10000 $ pour des projets précis. Nous nous sommes également tournés du côté des corporations pour obtenir de l'aide visant des projets précis.

Nous progressions ...

En octobre 1984, l'ACC devait trouver quelqu'un pour remplacer Marjorie Booth. Comme c'est Condition physique Canada qui finance ce poste, nous devions obtenir son apporbation avant d'entreprendre tout démarche. A la fin de novembre, M. Michel Bédard, directeur de Condition physique Canada nous a informé que son ministère ne financerait plus ce poste. Il a ajouté que l'appui accordé pour des à-côtés tels que les voyages et réunions d'affaires serait réduit de 33-1/3% chaque année pour nous être retiré entièrement en 1988.

Rien de très surprenant à cela puisque le gouvernement fédéral a adopté comme ligne de conduite de réduire les subventions dans différents secteurs. Il m'est cependant difficile de concevoir une raison logique à tout cela en ce qui nous concerne. L'ACC répond tout à fait aux critères de Condition physique Canada qui sont:

1. D'accroître la motivation de chaque canadien pour qu'il participe à des activités physiques.
2. De stimuler la disponibilité et l'accès à des programmes visant à faciliter la participation aux activités physiques.
3. D'améliorer les climats physique, social et économique afin d'encourager une plus grande participation.

Aussi, je ne crois pas un instant que nous devions plier bagage. Je crois cependant que nous devons envisager la situation de l'ACC sous un angle nouveau.

En mars 1985, nous avons embauché un expert de la gestion systématique qui nous aidera à nous situer et à nour diriger dans la bonne direction. L'équipe d'experts est dirigée par M. John Fisher. Nombre d'entre vous le rencontreront dans ses déplacements partout au pays où il parlera aux dirigeants des camps et formulera des suggestions et recommandations.

Le premier examen de son rapport aura lieu à Régina les 25 et 26 avril lors de la réunion du conseil d'administration et de l'assemblée générale anuelle de 1985. Pouvez-vous deviner de quels sujets nous discuterons autour de la table? Devons-nous retourner aux méthodes des pionniers des années 30, 40, 50 et 60? Devons-nous abandonner certaines ou toutes les iniatives entreprises à l'échelle nationale? Si nous abdiquons nos responsabilités, ce sont les jeunes qui en souffriront le plus je crois. Je pense que nous devons trouver des moyens de réussir en dépit des problèmes qui nous accablent. Je suis convaincu que les leaders des camps ont acquis une plus grande compétence grâce aux activités auxquelles il ont participé car ils ont eu accès à un meilleur échange d'informations et ont pu acquérir de meilleurs qualités de chefs et une attitude plus professionnelle. Si les chefs sont mieux nantis ce sont les quelques 400000 campeurs dont nous nous occupons qui en retirent une expérience plus enrichissante.

Voilà une belle page d'histoire terminée. Nous en écrirons une autre, selon ce que nous entendons faire.

DEAR CCA MEMBER CAMPS,

by: Jean Funk, Environment Committee Chairperson

This summer you received the Canadian Camping Association Environmental Ethic, and the accompanying sheet "We, the campers and staff of Camp _____".

This winter, I hope you will plan a special program or project that will involve both your campers and staff in understanding how this Ethic applies to your Camp. Upon completion of your program or project (s), we encourage you to have all participating campers and staff sign the "We, the campers and staff of Camp ____" sheet and post it in a visible place, near the Ethic Statement, at your camp.

- Do a program identified by your campers and staff.
- 1985 is International Youth Year – Adopt an environmental theme for your winter and spring 1985 camp reunion. Apply the IYY theme of participation, development and peace to your reunion with a unique environmental program or project.
- Host a special clean-up campaign for your camp – or your camp's neighbours. Perhaps you can adopt a stream, a series of out-trip sites, a roadway, or another area and help it become or remain clean and in good repair.
- Incorporate a conservation program into your camp. Water, light, heating, waste recycling and transportation conservation programs provide skills and knowledge to campers and staff – and savings for you.
- Reclaim that place that's become an eyesore at your camp. Consult knowledgeable people to plan and implement your project.
- Help your camp's forest. Teach planting, thinning and pruning skills to your campers and staff. Plan for the campers of 2085, by planting trees this year. Contact your provincial forest services for tips on planting techniques and to locate seedlings.
- Encourage wildlife to visit your camp – do a habitat improvement project. Build a nest box trail, improve moose and deer habitat and consider a winter bird feeding program.
- Examine your camp's environmental practices. Where does your waste water go? What garbage can you reuse, reduce, or recycle? How can you improve your environmental practices this year? Plan these into your 1985-86 building and site improvement program.
- What attitudes do your campers and staff develop about the environment at your camp? How can you help them to live the CCA Environmental Ethic all year round?
- Yourself. How are you striving to learn and live in a manner in which you responsibly use the earth's resources? What one new step will you take this year?

Pick your project(s) and program(s). In 1985, the International Year of Youth, let's encourage all campers and staff to develop responsible environmental attitudes and actions in their process of lifelong learning.

Canadian Camping Association

Environmental Ethic

WHEREAS we as members of CCA recognize:

- the finiteness of the earth's natural resources
- the sensitive dynamic balance which exists among all living organisms and the non-living elements
- the moral and ethical responsibility of each person to care for the earth, both now and for future generations.

We therefore ask all members to consider and subscribe to the following statement.

STATEMENT

I pledge myself to promote an ecologically sound quality of life for all.

- My personal commitment is to strive to learn and live in a manner in which I use responsibly the earth's resources.
- My professional commitment is to design, develop, operate and maintain all programs, sites and facilities in anecologically sound manner.

RECOGNIZING the potential long term impact of my attitudes and actions on both the earth and all people with whom I have contact and

RECOGNIZING the multi-faceted nature of organized camping, I shall strive:

- to promote an aesthetic appreciation of our natural environment.
- to promote an appreciation of the rights and responsibilities of all people in our social, physical and economic involvement with the environment.
- to promote responsible environmental attitudes and actions as a continous lifelong process.
- to promote the learning of the essential concepts of ecology and their relationship to the management of our natural resources.
- to promote the wise use of our natural heritage – woods, water, wildlife, air and soils.

THE CAMPING ADVISOR

At our camp, losing weight is a constant topic of conversation and argument over what methods work more effectively than others. Would you address this issue?

J.S., Don Mills, Ontario

Let's allow Fitness and Amateur Sport to speak to the issue; they publish an excellent question and answer guide on all aspects of fitness. They say:

1) How can I tell if I'm overweight?

Be careful not to confuse a heavy body weight due to a large bone structure or well-developed muscles, with a heavy body weight caused by excess fat. Height-weight charts can be misleading, so many doctors say that a mirror is still the best indicator of whether or not you have excess fat.

There is no physiological reason for gaining weight as you get older, so if you were happy with your appearance and weight in your twenties, that should be your "ideal" weight later on as well.

Some health clubs and fitness programs offer fitness testing which includes a fairly accurate estimate of percentage body fat. If you are very interested in this aspect, it may be worth your while to search out an agency in your community which offers this service. One rough estimate of over-fatness is to pinch the fat folds at your waist and abdomen – if you can pull away an inch or more of fat from the muscle, chances are you have excess body fat.

2) How can I get rid of flab on my thighs? (or abdomen, etc.)

Simply exercising one area of the body excessively will not necessarily reduce the fatty tissue in that specific area. When you do any type of exercise, you burn up calories, and thus the fat deposits will be depleted from the areas where they are unnecessary. However, you cannot control which deposits diminish first, since there must be an overall reduction in body fat through caloric expenditure. Spot reduction is a popular misconception.

By exercising a specific part of the body (eg. thighs) you can improve the muscle tone considerably, which will increase the firmness of the muscle and enhance appearance.

3) I have been exercising regularly for 3 months and have not lost any weight. Why is this?

By exercising regularly, you have been building up muscle tissue as the strength of your muscles increases, and since muscle weighs more than fat, this has compensated for the fat you probably have been losing. The density of your muscle fibres has been increasing with the exercise, but since this is difficult to measure, the easiest way to tell if you have been losing fat is to measure your waist circumference regularly. This area usually shows the most dramatic decrease in fat deposits.

4) If I exercise more, won't this increase my appetite and just make me eat more?

Initially, you may notice an increase in appetite, but this should be offset by the number of calories you burn up in exercise. As your exercise intensity increases, your appetite does not increase as much, and thus you can easily widen the gap between the number of calories ingested in food and the number expended by exercise. At the start of an exercise program you may even note a slight increase in body weight. This is usually not due to increased fat, but rather to an increase in muscle mass (which weighs more than fat) as a result of the exercises for specific muscle groups.

5) What is the best way to lose weight?

An important point to remember is that in most cases the faster you lose weight, the faster you gain it back! The best method is a gradual approach – first, calculate your general caloric balance by counting your average total number of calories taken in per day compared to the number expended. Then plan for some reduction in the number of calories you are ingesting daily, and develop a wise and realistic plan for increasing the calories burned up. Everyday activities such as housework, climbing stairs, cycling to work, etc. can be incorporated as part of your exercise plan, and supplemented by actual calisthenics and aerobic activities such as jogging, brisk walking, or swimming.

If you are serious about losing weight and keeping it off, make a commitment to simple changes in your daily activities, such as leaving out the second before-dinner cocktail, walking the dog more often, walking instead of driving to the grocery store, and so on.

6) What kind of diet is best for weight reduction?

A person with a serious weight problem should be under a doctor's supervision while dieting. For others, a general plan of cutting down on calorie intake, coupled with increasing calorie output through physical activity, is by far the best approach. There is really no need to embark on an extremely one-side diet, and in fact, low carbohydrate and low protein diets can be nutritionally dangerous if followed for too long. A good diet for reducing weight can still fulfill all the daily adult requirements as outlined in the Canada Food Guide.

"Crash" diets and diet pills may cause serious malnutrition, with side-effects such as fatigue, dizziness, loss of energy, etc., if used indiscriminately. It is simpler to change your general eating habits than to try to diet for the rest of your life.

7) Are gadgets such as inflated belts and "sauna" shorts good for losing weight?

No, since there is no lasting effect. Excessive sweating causes a temporary loss of water from the tissues in a particular area of the body, and may result in a temporary decrease in a measurement such as waist circumference. However, the normal body processes replace the tissue fluid within 48 hours, so there is essentially no change whatsoever in the size of fat deposits or in body weight.

* * *

Photo courtesy Camp Miakonda

When and how to intervene in medical or first-aid emergencies is a frequent pre-camp topic in our camp. Some counsellors have insisted that if we intervene on a canoe trip, for example, and happen to do something wrong in helping or transporting a camper, we could face prosecution and perhaps be sued by the camper's parents. Can you find out what our limits are as counsellors?

S.B., Toronto

The Attorney General of Ontario, the Hon. R. Roy McMurtry, has issued a statement which is probably a useful guideline whether you live in Ontario or not. In addressing this issue, his office advises in this manner:

You probably have a natural desire to help someone in an emergency. But at times you may be afraid of what could happen to you if you stop to give help.

You don't need to worry.

While no specific "Good Samaritan" status exists in Ontario, you can feel confident that if you act reasonably in giving emergency assistance you will not be found liable if someone later decides to take legal action.

The law is quite clear: Whether you have medical training or not, the courts expect you to do only what is reasonable, considering the situation and your skills.

Remember, no one is asking for efforts beyond your ability.

So, it doesn't hurt to help.

What the law looks for is a common sense approach from anyone who stops to help another in an emergency.

With this in mind, in an emergency medical situation, any doctor, nurse or medical person, including someone trained in assisting, should step forward to help with no real concern for a successful lawsuit against them.

What You Can Do

- *Identify yourself to the injured person. If you are a nurse, a doctor or a person trained in first aid, say so.*
- *If the person is conscious, ask the person if he or she wants help. A person has the right to refuse assistance and it is unlawful to act against the person's wishes.*
- *If a conscious adult or older child willingly accepts your help, you have sufficient authority under the circumstances to help.*
- *If a young child requires emergency medical care and a parent is not available to consent, you can provide emergency aid.*
- *If the person is unconscious, extend any urgent care necessary.*

The law does expect you to be cautious when your actions could affect others. You do not want to cause more harm than good to the person you are trying to help. If the lie of the victim is not in danger and you don't know what to do, stay with the victim, if possible, and send for help.

The law also requires that once you have accepted responsibility for giving emergency assistance to a victim of accident or illness, you must continue to give help until another person is able to take over – the desirable person being one with medical training, of course. The reason is that the person initially offering help may have discouraged any other potential helper.

There is no general legal duty to help someone in an emergency. However, in a few cases people do have a specific legal duty to provide assistance. One of the most important is the legal duty placed on any person involved in a motor vehicle accident. That person must stop and give all possible assistance to the persons involved. As another example, a lifeguard would have a duty to assist a drowning swimmer.

Give the help you would hope to receive if you were in similar circumstances.

Photo courtesy Camp Miakonda

THE THREE MINUTE WORKOUT THAT COULD CHANGE YOUR LIFE.

(Coupon writing time approximately 3 minutes)

Yes, I want to join the PARTICIPaction NETWORK, 'the club without walls' and make personal fitness happen for me. I want to be part of a nation-wide group dedicated to a healthier more dynamic life. As a member, I will receive fitness educational literature, posters and booklets; a two-way communications channel to the nation's top fitness experts; share in new ideas to achieve ultimate fitness and reduce stress; get major discounts on high-quality, fitness education materials; involvement in nation-wide achievement programs; access to the latest research results from government agencies and much more, all for a low *annual membership fee* of $12.50.
Please find enclosed my cheque or money order.

☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss ☐ Dr. ☐ None

Name _____

Address _____

City _____ Prov. _____

Postal Code _____

PARTICIPaction NETWORK
80 Richmond Street, W., Suite 805,
Toronto, Ontario
M5H 2A4

PARTICIPACTION ©

25-01

CELEBRATE CANADA'S HERITAGE

FOR YOUTH

1985 marks the International Year of Youth. This is your special year to contribute to your community's heritage development.

1 Enter the Heritage '85 Conservation category of the Canada-Wide Science Fair.

2 Organize a history treasure hunt, using clues from historic houses, plaques, sites and other sources or organize a nature treasure hunt to find and map locations of flora and fauna of your area. Remember to leave things as you found them.

3 Find out what kind of wildlife once inhabited your local area and whether it can be re-introduced.

4 Record the oral history of your community on audio or video tape by interviewing senior citizens and local historians. Include readings of historic accounts and diaries. Produce a finished edition for use by the community in the library, schools or the media.

5 Compile a nature checklist of your local area, a local ravine, woods or even backyard. Compare lists with friends.

6 Have a dress-up day at school, where students research their own family's past and record family trees.

7 Write a story or do a project on the heritage of your community. Send it to someone else or another school in a different part of the country. If your community is twinned, send it there.

8 Find out about our marine and northern environments. What are they like; how are they different; are they being threatened?

9 Research early local sporting events and re-create them in a contest atmosphere. Look particularly to traditional sports of native people.

10 Organize a "History Fair" for your school or youth group. Explore why we need a tie to the past. Ask a member of your local historical group to judge the entries.

11 Start a pen-pal club in your class; describe the heritage of your town and send it to others in other areas of the country.

12 Organize an exhibition of aspects of your community – past and present – during Education Week. Each class group or club in school can exhibit and invite parents and friends in the community to attend.

13 Produce an historical atlas of your community. Use old maps, photographs, diary accounts and memoirs; these are available from your local library or archives.

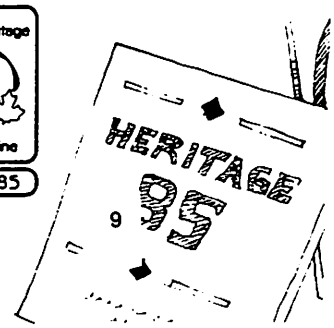
14 Produce an historic newspaper, reprinting the reports of important and interesting things that have happened in your community. Old newspapers are available in your library or archives.

15 As a school project, invite each class to interpret a different decade or era of Canada's 100 years of heritage. Focus on a theme or event to create a centennial book, mural, skit or play.

16 Recreate a day in the life of your community by looking up the old newspapers in local archives and then re-enact these events.

17 Compare the local natural environment with various periods in the past, using archives, oral histories, wildlife and bird counts.

18 Re-enact the sitting in the House of Commons the day the legislation for Canada's first park was debated and passed. (*Note: Refer to the Rocky Mountain National Park Act, 1887*).



19 Make a rubbing of a headstone in a local pioneer cemetery. Tape thin paper to the stone and rub a piece of chalk over it until the design shows through, then spray it with hair spray. Presto! you've recorded some history. Be sure you have permission to enter the cemetery.

20 Beginning with the letter "A" and continuing on with the alphabet, how many trees and plants can you name? How many wild animals?

21 Choose a few local streets which have been named after famous people. Research these people and the times they lived.

22 Newspapers are made from wood; wood comes from trees. If too many of our trees are destroyed we will have serious problems. Find some books that will explain this problem and organize a paper collection for recycling.

23 Bring pictures of yourself and your grandparents to class. Place the students' pictures on one board, the grandparents'on another and have a contest to see who can match up the most pictures correctly.

FOR INDIVIDUALS

24 Draw a totem pole and tell your family history on it with pictures, as native people did.

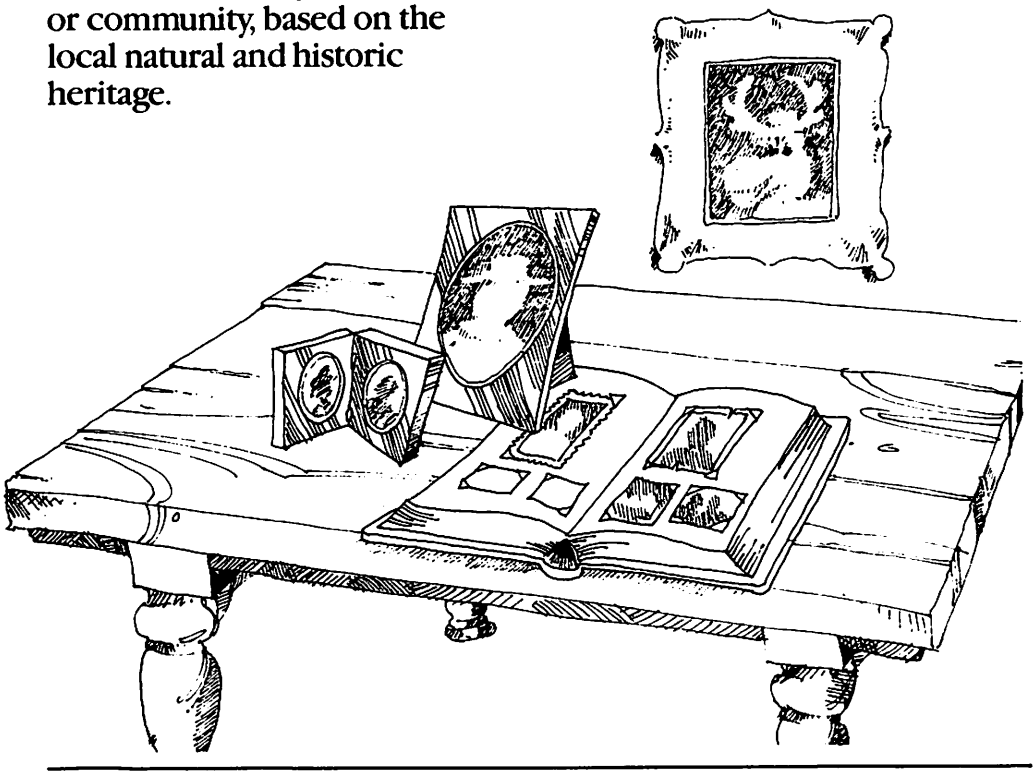
25 Write a story from an old building's point of view on being demolished, or from the point of view of a swamp which is to be drained.

26 Write a dialogue between two heritage buildings in your area. Some topics could be gossip, new neighbours, changes to the area and memories of the past.

27 Organize a "Reach for the Top" competition for your school or community, based on the local natural and historic heritage.

28 Organize a debate on local heritage conservation for your school or community.

29 Develop an environmentally sensitive area inventory and map for your local area. Criteria and advice about what constitutes an environmentally sensitive area are available from your local conservation authority or the nearest office of the provincial body responsible for natural resources.



30 Locate the local resources of historic activities and skills by visiting your library, archives, historic society, or a craft person who still practices his or her trade. Share what you find with a friend, your family and the local media.

31 Collect and wear heritage-related buttons and pins. Try to obtain one from each province and territory during "Heritage '85".

32 Attend a public participation meeting that is related to natural or cultural heritage in your community.

33 Offer a donation of historical or heritage books or artifacts to your school library or local archives.

34 Encourage your local council to name the streets established in your community in 1985 after heritage events, people or things.

35 Revive a local holiday or festival. By researching local history, you may discover an event that has long since disappeared from the social scene of your community.

36 Re-enact outdoor activities such as birdwatching, hiking and skiing using historic methods and equipment.

37 Encourage artists, craft organizations or schools to depict the heritage of the local area.

38 Consider a donation, bequest or bargain-sale of property with environmentally significant or sensitive areas to a conservation organization. Several organizations have experience in the legal aspects involved in doing this.

39 Attend your municipality's land-use committee meetings when an issue involves a natural or historic area. Make sure that there is a local voice for conservation at these meetings.

40 If you are a shareholder in a corporation that holds land with environmentally significant, sensitive, or historic areas, exercise your voice for the proper management and protection of these resources.

41 Participez à la restauration d'un ouvrage historique de votre localité.

42 Devenez membre d'au moins une organisation nationale, provinciale ou locale qui s'occupe du patrimoine. Parmi les organisations nationales, on peut mentionner Héritage Canada, la Société pour la conservation des sites naturels, l'Association des musées canadiens, la Fédération canadienne de la nature et l'Association des parcs nationaux et provinciaux du Canada.

43 Adonnez-vous, en 1985, à des loisirs de plein air qui ne portent pas atteinte aux ressources : les randonnées pédestres, le ski de randonnée, la photographie de la nature, le canotage, la navigation en kayak ou l'alpinisme.

44 Organisez une opération éclair de nettoyage d'un parc et recyclez la plus grande partie possible des rebuts.

45 Organisez une vente de débarras d'objets anciens dont vous aurez fait la collecte dans votre localité. Les vendeurs pourraient être costumés.

46 Faites votre arbre généalogique ou retracez l'histoire de votre localité.

47 Échangez avec une autre localité une bande vidéo (ou un film de 8 mm) ou un album sur les valeurs et les propriétés historiques de votre milieu.

48 Invitez des gens à venir prendre chez vous un repas à la mode d'autrefois. Faites-vous aider par vos invités, que ce soit pour la recherche de recettes ou la préparation des mets.

49 Organisez une réception où les invités costumés participeront à un jeu-questionnaire du type "Quelques arpents de pièges" qui comprendra 100 questions sur le patrimoine.

50 Visitez, en 1985, le parc national, provincial ou municipal le plus près de chez vous.

51 Organisez un réseau de surveillance de la nature dans votre voisinage pour garder un oeil sur ce qu'il advient des zones importantes du point de vue naturel.

52 Consignez dans un journal les événements naturels qui se produisent dans votre localité : le retour des oiseaux, la fonte des neiges, l'apparition de la première fleur sauvage ou du premier animal, etc. Comparez les dates d'année en année pour voir si elles varient ou non.

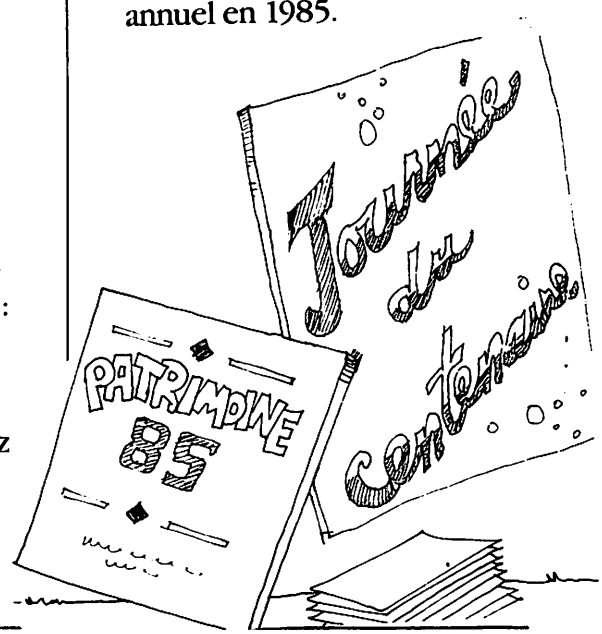
53 Encouragez les gens à peindre des scènes ou à écrire des messages se rapportant au patrimoine sur les murs de sécurité qui entourent les chantiers de construction dans votre ville.

54 Si votre entreprise a plus de 100 ans, utilisez d'anciennes annonces. Reproduisez un ancien catalogue.

55 Mettez l'accent sur l'évolution historique de votre métier, de votre profession ou de vos produits.

56 Dans le cadre d'une campagne publicitaire, tirez profit des aspects culturels et historiques de votre région.

57 Faites mention du centenaire du patrimoine canadien dans le programme de votre conférence ou de votre congrès annuel en 1985.



POUR LES ORGANISATIONS

58 Puisez à la petite histoire naturelle ou culturelle de votre localité pour produire des annonces d'intérêt public dans la presse écrite et électronique de votre région.

59 Si vous organisez une activité annuelle comme une randonnée pédestre ou une journée consacrée à l'observation des oiseaux, songez à y faire participer une autre organisation locale.

60 Si votre organisation a déjà prévu pour 1985 une activité telle qu'un salon de l'artisanat, un salon du foyer, une présentation de mode ou un pique-nique, choisissez comme thème le patrimoine.

61 Recherchez les familles qui ont fondé votre localité et rendez-leur hommage au moyen d'une mention ou d'un article dans le journal local.

62 Formez un bureau de conférenciers spécialistes du patrimoine auquel pourront faire appel les bibliothèques, les écoles et d'autres organisations de votre localité.

63 Si votre club ou votre organisation utilise l'environnement naturel, choisissez l'année 1985 pour mettre à jour vos guides et vos codes en y indiquant la meilleure façon de réduire au minimum les impacts sur l'environnement.

64 Représentez la rue principale de votre localité à l'aide de croquis, de photographies, de modèles et de textes que vous pourrez exhiber à côté de photographies, d'oeuvres d'art et de descriptions historiques au cours d'une exposition "Hier et aujourd'hui".

65 Rendez hommage aux centenaires de votre localité en plantant des arbres dans un parc et en inscrivant le nom de ces personnes sur une plaque, un parchemin enluminé ou un jeté qui seront conservés dans un endroit public.

66 Organisez une "journée du collectionneur" où tous pourront exposer leurs collections. Cette activité pourrait être tenue dans le cadre d'une foire locale, par exemple.

67 Occupez-vous d'inviter des personnes âgées à parler de leur "jeune temps" dans des écoles, des garderies de jour et devant les membres d'organisations communautaires.

68 Organisez une exposition "Métiers et techniques du passé", avec l'aide d'artisans locaux.

69 Reconnaissez les services importants rendus par des citoyens de votre localité en matière de protection et de conservation du patrimoine historique et naturel en leur faisant décerner par la municipalité une mention spéciale.

70 Créez, au sein de votre association du patrimoine, de votre société historique ou de votre club de naturalistes, une section de jeunes bénévoles en vue de souligner l'Année internationale de la Jeunesse.

71 Présentez une série de films sur le patrimoine dans une bibliothèque, une école, un cinéma ou à la télévision. Vous pouvez obtenir des films de ce genre en vous adressant à l'Office national du film.

72 Faites revivre un événement important ou retracez l'itinéraire d'un explorateur ou d'un pionnier.

73 Créez une pièce portant sur le patrimoine de votre localité et demandez à une troupe de théâtre de la jouer. Adressez-vous à votre société historique pour obtenir la documentation nécessaire.

THE COUNSELLOR, CAMPER AND DIRECTOR

by: Jane McCutcheon

Somewhere between adolescence and adulthood there occurs in human development an age which is physically and psychologically impossible. It is that unfathomable stage known as the camp counsellor - a creature undefined by psychologists - misunderstood by camp directors - worshipped by campers, either admired or doubted by parents - and unheard of by the rest of society.

A camp counsellor is a rare combination of doctor, lawyer, indian and chief. He is a competent child psychologist with his first-year textbook as proof. He is an underpaid babysitter with neither television nor refrigerator. He is a strict disciplinarian with a twinkle in his eye - a minister to all faiths with questions about his own - he is a referee, coach, teacher and advisor. He is the example of manhood in worn-out Adidas, a sweatshirt two sizes too large and hat two sizes too small. He is a humorist in a crisis, a doctor in an emergency, a song leader and an entertainer. He is an idol with his head in a cloud of woodsmoke and his feet in the mud. He is a comforter in a leaky tent on a cold night - and a pal who has just loaned someone his last pair of dry socks. He is a teacher of the out-of-doors knee deep in poison ivy.

A counsellor dislikes getting up, waiting in line, cabin inspection, and rainy days. He is fond of sunbathing, sailing, teaching new games, snack, and days off. He is handy for patching up broken friendships, bloody noses and torn jeans. Good at locating lost bathing suits, fixing paths, and running from blackflies - poor at crawling out of bed on rainy or sunny mornings, remembering on out-trips to take the salt, and to get to bed early.

A counsellor is a friendly guide in the middle of a cold, dark night on the windy trail to the cabin or the out-trip kybo. He is a dynamo on a day off, and exhausted the next day - but recuperated in time for the next day off.

Who but he can cure homesickness, air out a wet bed, play 16 games of pick-up-sticks in succession, be a monster in a house of horrors, carry two packsacks, speak pig latin in French, harvest a garden, cook on an out-trip, sing 48 camp songs every night, and eat four helpings of Sunday dinner?

A counsellor is expected to repair 10 years of damage to Cathy in 10 days, make Jerry into a man, rehabilitate Paul, allow John to be an individual and help Karen adjust to the group. He is expected to lead the most prized possessions of seven adults much older than he. He is expected to lead them in fun and adventure ... even when his head aches ... to teach them to live in the out-of-doors ... even though he spends nine months of the year in Toronto, Ottawa or Montreal, to teach indigenous activities ... when he can't even spell the word, to guide youngsters in social adjustment ... when he hasn't even reached legal age, to ensure safety and health ... with a sunburned nose, a bandaid on his thumb and a blister on his heel.

For all this he is paid enough to buy the second text in psychology, some aspirin, some new socks, pay his soft drink bill, and enjoy a gourmet meal on a day off. You wonder how he can stand the pace and the pressure. You wonder if he really knows how much he is worth. And somehow, you realize that you can never pay him enough when, as he leaves at the end of August, he waves goodbye and says, "See ya next year."

Each of us has in place now, at our camps, a group of young counsellors raring to go and ready to give.

To whom will they give? To our campers, of course. And who are these campers - these children who don't remind us of ourselves at their age? Who is this camper? Who is he? Is it a she? Are there males and females? How old are they? What is the age range? How long is their camping session? Are they day campers? Week long campers? All summer? Are they physically disabled? Are they emotionally disturbed? Are they sports-oriented or musically talented? Are they underprivileged? Are they wealthy? Are they adventurous?

Let us first remember that each camper is unique. Children come in assorted sizes and infinite varieties, and there is no such thing as an average child. Children are like sponges - they absorb all your strength and leave you limp - but give them a squeeze and you get it all back.

Children today are more up-to-date. When some school youngsters were asked what they would take with them if they were going to be marooned on a deserted island, one 11-year-old replied "I'd like to have an American Express card and another boat".

Children are smart. A first grader was talking about the recent fire in his school "I knew it was going to happen" he stated "because we have been practising for it all year".

Children follow examples. Sometimes you can just tell that a youngster is right for a certain profession. Young Paul began his sales career with a lemonade stand, much like the ones seen in every neighbourhood on a hot summer day. And that was his problem ... the competition was fierce ... sales were lagging. He pondered the situation and got a brainstorm. "If it works for the big guys, it's got to work for me" he mused. The next day, Paul got a hammer and nails and began fastening a sign to the front of his lemonade stand. The brightly, hand-made letters read, "over 11 cups served".

Children are inquisitive - one day a small boy was taking a walk with his father. As they passed an unusual looking truck, he said "What's that, daddy?" "I don't know" his father said. Then they came to a large, old fashioned warehouse. "What's in there daddy?" the little boy asked. "I don't know" his father replied. Then they saw a man with a pneumatic drill breaking up the pavement. "What's that man doing, daddy?" the boy asked. "I don't know" his father said. After they had walked a short way in silence, the little boy turned to his father and said, "Daddy, do you mind me asking so many questions?" "Of course not" said his father. "How else are you going to learn anything?"

Children are quick to catch on - a letter written in a childish scrawl came to the post office addressed to "God". A postal employee, not knowing exactly what to do with the letter opened it and read "Dear God, my name is Jimmy. I am six years old. My father is dead and my mother is having a hard time raising me and my sister. Would you please send us $500.00?" The postal employee was touched. He showed the letter to his fellow workers and all decided to kick in a few dollars each and send it to the family. They were able to raise $300. A couple of weeks later they received a second letter. The boy thanked God but ended with the request "The next time would you please deliver the money directly to our home? If you send it through the post office they deduct $200."

The Camp Director or key program person, has the tough job. You set the pace, but the real action takes place between the counsellor and the campers. Therefore, the more we understand ourselves, the more able we are to share our beliefs and our commitments with our staff. We believe in what we are doing, then the ability to translate that message to our staff is a natural and easy step. And if each leader accepts the responsibility for the quality of camp life, we have group harmony.

So set your pace, show confidence in your staff, and be there when they need you. But remember, they need to have your blessing, also, to go out and do their job, and make decisions. Live what you believe, and others will see that example, and will want to follow. And most of all, wear a smile. One size fits all.

Jane McCutcheon is the Co-ordinator of Development at Camp Tawingo, Huntsville, Ontario. This article is excerpted from her keynote address at The Camp Directors' Workshop, Bark Lake, Ontario, June, 1984.

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